

# Introduction to BCSSE 2019

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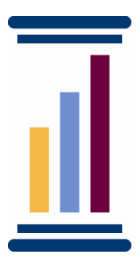
Assistance from:

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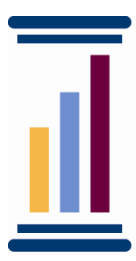
Dajanae Palmer

Graduate students and Research Project Associates



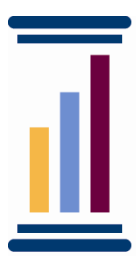
# We will cover. . .

- Quick Poll
- BCSSE 2007 to 2018
  - What has worked well and why the need to update
  - Institutional examples
  - BCSSE 2019 Update
- BCSSE Survey
  - Purpose of survey
  - Survey content: First-year, transfer, and delayed-entry students
  - Survey administration: When, how, and mode (paper or online)
- Reports and Data
  - Advising and Institutional Reports
  - Institutional Data Use Example
- Description of the National Survey of Student Engagement (NSSE)
  - The power of BCSSE-NSSE combination
  - Institutional Data Use Example
- Additional information and resources



# Quick Poll

**What are your primary interests in BCSSE?**



# BCSSE 2007 to 2018

Since 2007, nearly 900,000 entering first-year students at more than 500 institutions have completed BCSSE.

BCSSE results are used in many ways including:

- Academic advising
- Retention efforts and predictive analytics
- First-year program design and evaluation
- Accreditation self-studies
- Faculty and staff development

See Using Your BCSSE Data: [bcsse.indiana.edu/usingBCSSEData.cfm](https://bcsse.indiana.edu/usingBCSSEData.cfm)

and other examples of NSSE, FSSE, and BCSSE Data Use: [nsse.indiana.edu/html/using\\_nsse\\_db](https://nsse.indiana.edu/html/using_nsse_db)



# How Institutions Use BCSSE Data

## University of South Florida

Use BCSSE data for predictive analytics to identify students at risk of not persisting

New Student Connections and Peer Advisor Leaders offices target priority outreach to these students

In past few years, improved:

- First-year retention **86% to 91%**, and
- Six-year graduation rate **67% to 72%**

Bombaugh, M., & Cole, J. S. Leveraging survey data and predictive analytics to support first-year students. Annual Conference on the First-Year Experience, Las Vegas, NV, 2019, February.  
[http://nsse.indiana.edu/html/recent\\_presentations.cfm](http://nsse.indiana.edu/html/recent_presentations.cfm)

Institutional Report Resources. BCSSE Data Use in Brief. Improving Persistence and Advising. [http://nsse.indiana.edu/html/sample\\_institutional\\_report.cfm](http://nsse.indiana.edu/html/sample_institutional_report.cfm)



### BCSSE DATA USE IN BRIEF

#### Improving Persistence and Advising

*Institutions participating in BCSSE have provided examples demonstrating uses of BCSSE's diagnostic, actionable information on beginning college student engagement to catalyze vital, sometimes challenging conversations on campus about the quality of undergraduate education. This brief focuses on one theme among these examples.*

Campuses across the country understand that identifying students at risk of not persisting is of utmost importance. Institutions devote considerable resources and staff time to improving the first-year experience and student persistence. Among many successful institutional efforts to improve student persistence is the example of the University of South Florida's effective use of BCSSE data.

#### DATA-INFORMED CAMPUSWIDE PERSISTENCE EFFORTS

The University of South Florida (USF) began administering BCSSE to its first-year students in 2014, and every year the campus reassesses how it distributes and utilizes BCSSE data to support student success efforts across the university. Most notably, USF uses the data to deploy predictive analytics, to inform support personnel about the students they serve, and to identify students for early intervention.



University of South Florida

#### WHAT IS YOUR BCSSE DATA USE STORY?

Our growing collection of stories about how BCSSE institutions use their results is a shared resource for colleges and universities, and assists in our continuing efforts to improve the quality of the undergraduate experience.

If you wish to share examples highlighting your institution's uses of BCSSE data, usage strategies, or special activities, please contact us at [bcsse@indiana.edu](mailto:bcsse@indiana.edu)

For several years, USF has been using its own persistence model to identify 10–12% of new first-year students at risk of not persisting to the second year of college. Developed at USF, this statistical model is based on pre-matriculation data taken directly from the university's student information system. Incorporating BCSSE data into this persistence model, in fall 2016, not only strengthened it as a statistical tool but also revealed which BCSSE variables were significant predictors of first-year persistence, making it possible for USF to identify students for early intervention based on their individual BCSSE responses.

Using pre-matriculation characteristics to predict the risk of attrition has allowed support offices to start intervention efforts in the first few weeks of classes, when new students are in the early stages of connecting with the institution. The lists of at-risk students are shared with academic advisors, academic foundations (first-year seminar) instructors, and housing and residential education personnel, with the expectation that these entities will provide the students targeted interventions. After reviewing their students' BCSSE Advising Reports, the academic advisors, first-year seminar instructors, and housing and residential education personnel conduct intentional conversations informed by the reports' individual student responses.



# How Institutions Use BCSSE/NSSE Data

## Southern CT State University

FY Seminar instructors receive BCSSE Advising Reports

Predictive modelling to identify student success factors

NSSE Academic Advising module to identify issues with the campus's advising practices

BCSSE-NSSE analysis resulting in a special High-Impact Practice offering First-Generation College Student Living and Learning Communities

Lessons from the Field – Volume 4:  
[http://nsse.indiana.edu/html/how\\_institutions\\_use\\_NSSE.cfm](http://nsse.indiana.edu/html/how_institutions_use_NSSE.cfm)

From Lessons in the Field, Volume 4

FEATURED INSTITUTIONAL USES 18

### Using BCSSE and NSSE Data to Inform Predictions and Improvements

#### SOUTHERN CONNECTICUT STATE UNIVERSITY

The results of the predictive models using BCSSE data indicated that student success is all about relationships.

Every year since its inauguration in 2007, the Beginning College Survey of Student Engagement (BCSSE) has been administered at Southern Connecticut State University during orientation, and the institution has been pushing the boundaries of how colleges and universities use BCSSE data. As part of the First-Year Experience (FYE) Program, all incoming students are enrolled in a seminar that promotes their academic habits of mind, research skills, and preparedness for more advanced coursework. This seminar extends students' orientation into the future and guides them in developing action steps in the here-and-now to achieve their desired futures.

Prior to the first day of classes, the FYE seminar instructors receive a BCSSE Student Advising Report for each student, which provides individualized information regarding a student's commitment to the institution, expected academic difficulty, and self-perception of academic preparation for college. When guiding faculty on how to use this information to gauge a student's confidence and needs, the

Office of Assessment and Planning emphasizes that, rather than spelling out a student's destiny, BCSSE data provide a roadmap on how best to support the student during this crucial transition. At Southern Connecticut State University, the focus is on that which is amenable to change rather than unchangeable demographic characteristics and prior learning.

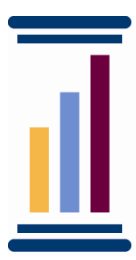
The Student Success Task Force, chaired by the Dean of the School of Arts and Sciences and the Vice President for Student Affairs, used BCSSE data along with other sources of data in predictive modeling to identify the most important predictors of student academic learning, persistence, and graduation outcomes. Of the information collected by BCSSE, the item "Do you expect to graduate from this institution?" was a significant predictor; not surprisingly, students who responded "Uncertain" were less likely to be retained compared with students who answered in the affirmative. Other important predictors included students' expected difficulty with time management; preparedness to speak clearly and effectively; and frequency of talking with a counselor, teacher, or other staff member about university or career plans.

More than this, the results of the predictive models using BCSSE data indicated that student success is all about relationships. The Student Success Task Force's recommendations led to the creation of the Academic Success Center and the modification of academic programs, policies, and instruction as part of a drive to advance a culture of student-centeredness at the university. Specifically to help students plan for the cost of education and manage their financial obligations, a new position was created: Coordinator of Student Financial Literacy and Advising.

BCSSE and NSSE data have been used at Southern Connecticut State University in numerous other ways as well. For example, using data from NSSE's Academic Advising Topical Module (along with other sources of information) to identify issues with the campus's advising practices, the institution implemented the Education Advisory Board's Student Success Collaborative advising platform, and university staff continue to use data from the advising module to evaluate this initiative. Additionally, analysis of BCSSE and NSSE data trends conducted by the Office

Southern Connecticut State University





# BCSSE Update

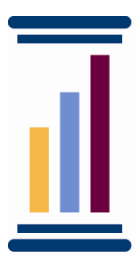
## Why the need to update the survey?

1. Many requests over the years to develop a survey for transfer students.
2. More than 1200 baccalaureate institutions are “high transfer-in” institutions (>20% of their students transferred into that institution).  
(source: Carnegie Classification of Institutions of Higher Education )
3. There is no national-level survey for entering transfer and older students.

**Became clear that colleges and universities needed a systematic and comprehensive way to learn more about their entering transfer and older students.**

# BCSSE Survey

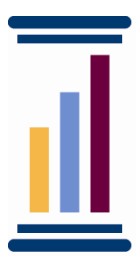




# BCSSE Survey

Purpose of BCSSE is largely unchanged:

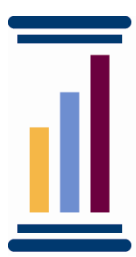
To measure prior academic and co-curricular experiences, as well as expectations and beliefs about participating in educationally purposeful activities during the upcoming academic year, for all **entering students including first-year, transfer, and delayed-entry (older) students who have little or no college experience.**



# BCSSE Survey

Institutions can choose to survey three distinct groups of students:

- 1. First-year students; recent high school graduates**
- 2. Transfer students**
- 3. Delayed-entry (older) students who have little or no college experience**



# BCSSE Survey

## FIRST-YEAR STUDENTS

### High School experiences include:

- HS grades, math courses, AP, dual credit, and IB
- Hours Writing, Reading, Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning

**Beginning College Survey of Student Engagement**

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples: ☒ or ☒

Please print your student ID number in the box below. Do not print your Social Security number.

Please write in the 5-digit ZIP code of your home during your last year of high school.

**HIGH SCHOOL EXPERIENCES**

**1** Please write in the year you graduated from high school (for example, 2018):

**2** From which type of high school did you graduate? (Select only one.)

☐ Public ☐ Home school  
☐ Private, religiously-affiliated ☐ Other (e.g., GED)  
☐ Private, not religiously-affiliated

**3** What were most of your high school grades? (Select only one.)

☐ A+ ☐ B+ ☐ C+ ☐ Grades not used  
☐ A ☐ B ☐ C  
☐ A- ☐ B- ☐ C- or lower

**4** To date, in which of the following math classes have you earned a grade of "C" or better? (Select all that apply.)

☐ Algebra II  
☐ Pre-Calculus/Trigonometry  
☐ Calculus  
☐ Probability or Statistics

**5** If you completed the SAT and/or ACT, enter your scores below (as best you remember):

SAT (possible range=200-800) ACT (possible range=1-36)

Reading & Writing       Composite

Math

Are these SAT scores from March 2016 or later?  
☐ Yes ☐ No

**6** During high school, how many of the following types of classes did you complete?

Classes: 0 1-2 3-4 5-6 7-8 9-10 11 or more

a. Advanced Placement (AP) ☐ ☐ ☐ ☐ ☐ ☐ ☐  
b. College or university courses for credit ☐ ☐ ☐ ☐ ☐ ☐ ☐  
c. International Baccalaureate (IB) ☐ ☐ ☐ ☐ ☐ ☐ ☐

**7** During your last year of high school, about how many papers, reports, or other writing tasks of the following lengths did you complete?

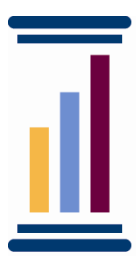
a. Up to 5 pages  
☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ More than 20  
b. Between 6 and 10 pages  
☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ More than 20  
c. 11 pages or more  
☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ More than 20

**8** During your last year of high school, about how many hours did you spend in a typical 7-day week doing the following?

a. Preparing for class (studying, reading, doing homework, etc.)  
☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30  
Hours per week  
b. Working for pay  
☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30  
Hours per week  
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)  
☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30  
Hours per week  
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)  
☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30  
Hours per week

**9** During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

☐ Very little ☐ Some ☐ About half ☐ Most ☐ Almost all

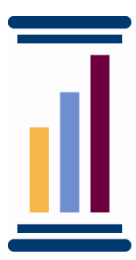


# BCSSE Survey

## Transfer Students Only:

*Experiences at other college or university*

- Type institution (baccalaureate, community college, etc)
- How many credits expect to transfer
- Previous Grades
- Use of effective Learning Strategies
- Expected co-enrollment (attend another institution while attending yours)
- Why they left the other institution

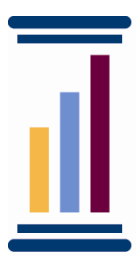


# BCSSE Survey

## Transfer and Delayed-Entry Students:

*Experiences at your institution*

- Why they chose to attend your institution
- How many more years they expect it will take to complete bachelor's degree
- Stress factors they expect to encounter (financial, time management, transition, choosing a career, etc)
- Hours per week they expect to spend providing care for dependents and commuting
- Veteran status



# BCSSE Survey

## Most of the survey is common for all entering students

### Expectations for the coming year, including:

- Hours preparing for class, working, etc
- Student-Faculty Interactions\*
- Discussion with Diverse Others\*
- Collaborative Learning\*
- Expected Academic Difficulty\*\*
- Academic Perseverance\*\*
- Academic Help-Seeking\*\*
- Perceived Academic Preparation\*
- Importance of Supportive Environment\*

\* Corresponds with NSSE Engagement Indicator

\*\* Corresponds with NSSE First-Year Module

During the coming school year, about how often do you expect to do the following?

Ask another student to help you understand course material

Very often      Often      Sometimes      Never

Explain course material to one or more students

Very often      Often      Sometimes      Never

Prepare for exams by discussing or working through course material with other students

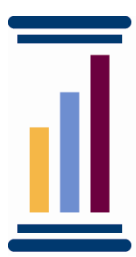
Very often      Often      Sometimes      Never

Work with other students on course projects or assignments

Very often      Often      Sometimes      Never

Talk about career plans with a faculty member

Very often      Often      Sometimes      Never



# BCSSE Survey

## Demographics and additional information are also unchanged

### Other questions for all entering students include:

- Sources for paying for college
- First generation status
- Expectation to graduate
- Expected grades
- Friends also attending
- Choice of institution
- Race/ethnicity
- Other background information

Are you (or will you be) a full-time student at this institution?

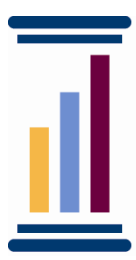
- ☐ Yes
- ☐ No

How many of your close friends will attend this institution during the coming year?

- ☐ None
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more

This institution was your:

- ☐ First choice
- ☐ Second choice
- ☐ Third choice or lower



# Survey Administration

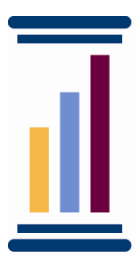
## **Summer/Fall administration:**

- Modes available: Paper (FY only), Web, or Mixed
- Dates available: Early April to late summer/early fall
- Group administration (paper or web) during Orientation, Welcome Week, classroom, computer lab, etc.
- Web email administration

## **Winter administration:**

- Modes available: Web only
- Dates available: Early December to end of January
- Administered anytime during December or January.





# Survey Administration

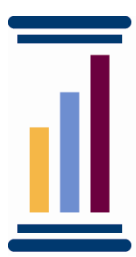
## Web email administration

**\* NEW FOR 2019 \***

**Institutions will have the option to embed student ID's in the BCSSE URL link emailed to students. *This means students will not need to remember their student ID number.***

- This is an institution-driven process
- Each campus will need to work with their own IT dept
- IT staff on your campus are solely responsible creating the embedded URL's and email distribution
- BCSSE will provide general instructions, but cannot provide technical details that may be needed for each campus.
- Email [bcsse@indiana.edu](mailto:bcsse@indiana.edu) for more details.

# Reports and Data



# Reports

## Summer/Fall

- BCSSE Institutional Report
- Institutional data file
- BCSSE Student Advising Report

## Fall

- Grand Frequencies and Means

## Winter (optional)

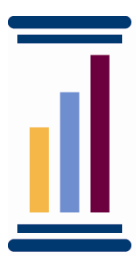
- Institutional data file
- BCSSE Student Advising

## Summer (following year)

- BCSSE/NSSE Combined Report




**Institutional Report 2018**



# Reports

## BCSSE Advising Reports

- Downloaded from the web interface as zipped folder containing an advising report for each student.
- File names can be saved as student ID or student name (you choose)
- Advising reports can be filtered by date, last name, or major.

**BCSSE**  
beginning college survey  
of student engagement

**BCSSE First-Year Student Advising Report**

The *Beginning College Survey of Student Engagement* Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. Information about using the BCSSE Advising report can be found at: [bcsse.indiana.edu](http://bcsse.indiana.edu)

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**Student Background**

Name	Jacob Student
Student ID	012345689
Completed Calculus	Yes
AP courses	3-4
Expected Major	Undecided
What choice was this institution?	Second choice
Does student expect to graduate from this institution?	Yes

**Hours per Week on Various Activities**

Hours per week:	During HS	FY Expected
Studying	6-10	16-20
Working	1-5	6-10
Co-curricular	1-5	0
Socializing/relaxing	11-15	11-15

**High School Challenge**

To what extent, did your courses challenge you to do your best work?	5
--	---

*1=Not at all to 7=Very much*

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**First-Year Expectations**

*0=Very Low to 60=Very High*

Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	45
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	25
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	30

**Expected Academic Help-Seeking**

How often expect to seek help with coursework from:	1=Never; 2=Sometimes; 3=Often; 4=Very Often
Faculty members	3
Academic advisors	2
Learning Support Services (tutoring, writing center, success coaching, etc.)	2
Friends or other students	4
Family members	2
Other persons or offices	1

**Expected Transition Difficulty**

How difficult do you expect the following to be:	1=Not at all difficult to 6=Very Difficult
Learning course material	5
Managing your time	3
Paying for college expenses	5
Getting help with school work	4
Making new friends	3
Interacting with faculty	4

**Academic Perseverance**

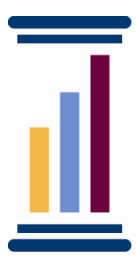
How certain are you that you will:	1=Not at all certain to 6=Very certain
Study when there are other interesting things to do	3
Find additional information for assignments when you don't understand the material	5
Participate regularly in course discussions, even when you don't feel like it	2
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	2
Stay positive, even when you do poorly on a test or assignment	4

**Academic Preparation**

How prepared are you to:	1=Not at all prepared to 6=Very prepared
Write clearly and effectively	5
Speak clearly and effectively	1
Think critically and analytically	3
Analyze math or quantitative problems	2
Use computing and information technology	5
Work effectively with others	5
Learn effectively on your own	5

**Importance of Campus Support**

How important is it that your institution provide:	1=Not important to 6=Very important
A challenging academic experience	5
Support to help you succeed academically	6
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	3
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	5



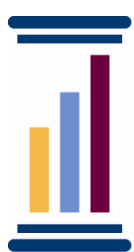
# Reports

## New BCSSE Advising Reports

- Left column data targets either first-year, transfer, or delayed-entry students
- Campus registration determines which Advising and Institutional Reports will only be available.
- See **Using Your BCSSE Advising Report** for suggestions about how to use these reports:

<http://bcsse.indiana.edu/institutionalReports.cfm>

BCSSE beginning college survey of student engagement		BCSSE Transfer Student Advising Report	
<p>The Beginning College Survey of Student Engagement Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their academic experiences. Information about using the BCSSE Advising report can be found at: <a href="http://bcsse.indiana.edu">bcsse.indiana.edu</a></p>			
<b>Student Background</b>		<b>Expected Transition Difficulty</b>	
Name	Jacob Student	How difficult do you expect the following to be:	1 = Not at all difficult to do 6 = Very Difficult
Student ID	012345689	Learning course material	5
Exp transfer credits	32	Managing your time	3
Expected major	Business	Paying for college expenses	5
Attending full time?	Yes	Getting help with school work	4
Expects to be co-enrolled	Not sure	Making new friends	3
Veteran	No	Interacting with faculty	4
Expected years to graduate	3		
<b>Prior Educational Experiences</b>		<b>Academic Perseverance</b>	
Grades at prior institution	B+	How certain are you that you will:	1 = Not at all certain 6 = Very certain
Use of effective learning strategies (0=Very Low to 60=Very High)	48	Study when there are other interesting things to do	3
<b>Expected hours per Week on Various Activities</b>		Find additional information for assignments when you don't understand the material	5
Average hours per week		Participate regularly in course discussions, even when you don't feel like it	2
Studying	11-15	Ask instructors for help when you struggle with course assignments	3
Working	16-20	Finish something you have started when you encounter challenges	2
Co-curricular	1-5	Stay positive, even when you do poorly on a test or assignment	4
Commuting	16-20		
<b>Reasons for Choosing Institution</b>		<b>Academic Preparation</b>	
How important were the following reasons for choosing this institution?	1 = Not important 6 = Very important	How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Affordability	5	Write clearly and effectively	5
Location	6	Speak clearly and effectively	1
Can transfer most or all of your credits	6	Think critically and analytically	3
Offers the major(s) you are interested in	4	Analyze math or quantitative problems	2
Quality of academic programs	3	Use computing and information technology	5
Can finish your degree quickly	5	Work effectively with others	5
Flexible scheduling of courses	3	Learn effectively on your own	5
<b>Expected Stress During Coming Year</b>		<b>Importance of Campus Support</b>	
During the coming school year, which do you think will cause you stress? (Note - if more than 3 checked, then first 3 listed below)		How important is it that your institution provide:	1 = Not important to 6 = Very important
1. Transitioning back to being a student		A challenging academic experience	5
2. Balancing school and other commitments		Support to help you succeed academically	6
3.		Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
<b>Expected Academic Help-Seeking</b>		Assistance coping with non-academic responsibilities	3
How often expect to seek help with coursework from:	1=Never, 2=Sometimes, 3=Often, 4=Very Often	Support to help you thrive socially	4
Faculty members	2	Learning support services (tutoring, writing center, etc.)	5
Academic advisors	2		
Learning Support Services (tutoring, writing center, success coaching, etc.)	3		
Friends or other students	3		
Family members	2		
Other persons or offices	2		

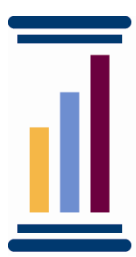


# Reports

Updated BCSSE Institutional Reports include: 1) Respondent Profile,  
2) **Frequency and Mean Comparisons**, and 3) BCSSE Scale Means

## First-Year Students

First-Year Students				Frequency Distributions										Mean Comparisons																
Item wording or description	Variable name	Values	Response options	All Students										First Generation				Self-Reported High School Grades				First Generation				Self-Reported High School Grades				
							Yes		No		A- or higher		B+ or lower		Yes		No		Statistical comparison		Effect size		A- or higher		B+ or lower		Statistical comparison		Effect size	
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean			Mean	Mean			Mean	Mean						
6. During high school, how many of the following types of classes did you complete?(Select only one.)																														
a. Advanced Placement (AP) classes	hapol13num	0	0	17,940	27			8,165	20	9397	38	7,804	32	9,031	24															
	(Recoded version of hapol13 created by BCSSE. Values are estimated number of AP classes.)	1.5	1-2	19,418	29			11,143	28	8025	32	7,683	31	10,569	28															
		3.5	3-4	13,512	21			9,269	23	4145	17	4,734	19	7,937	21															
		5.5	5-6	8,089	12	2.8		6,111	15	1910	8	2,376	10	5,153	14	3.3	2.0	***	.23	2.4	3.0	***	.23							
		7.5	7-8	4,104	6			3,270	8	800	3	1,131	5	2,708	7															
		9.5	9-10	1,731	3			1,414	4	301	1	449	2	1,172	3															
		11.5	11 or more	1,182	2			916	2	256	1	366	1	738	2															
	Total			65,976	100			40,288	100	24834	100	24,543	100	37,308	100															
b. College or university courses for credit	hdc17num	0	0	32,619	52			17,719	46	14433	61	12,110	51	18,471	52															
	(Recoded version of hdc17 created by BCSSE. Values are estimated number of dual credit classes.)	1.5	1-2	15,506	25			9,688	25	5625	24	5,914	25	8,678	25															
		3.5	3-4	6,707	11			4,834	13	1820	8	2,530	11	3,795	11															
		5.5	5-6	3,047	5	1.8		2,346	6	671	3	1,130	5	1,742	5	2.1	1.3	**	.14	1.8	1.8	***	.01							
		7.5	7-8	1,508	2			1,205	3	286	1	565	2	868	2															
		9.5	9-10	894	1			698	2	187	1	336	1	508	1															
		11.5	11 or more	2,529	4			1,782	5	719	3	1,076	5	1,324	4															
	Total			62,810	100			38,272	100	23741	100	23,661	100	35,386	100															
c. International Baccalaureate (IB)	hib17num	0	0	55,026	93			33,279	93	21133	94	20,791	94	30,998	93															
	(Recoded version of hib17 created by BCSSE. Values are estimated number of international baccalaureate classes.)	1.5	1-2	1,079	2			619	2	446	2	406	2	615	2															
		3.5	3-4	512	1			317	1	189	1	186	1	298	1															
		5.5	5-6	959	2	0.4		572	2	298	1	271	1	647	2	0.4	0.3	***	.01	0.3	0.4	***	.02							
		7.5	7-8	824	1			538	2	250	1	246	1	527	2															
		9.5	9-10	207	0			125	0	81	0	74	0	123	0															
		11.5	11 or more	451	1			267	1	176	1	167	1	257	1															
	Total			59,058	100			35,717	100	22573	100	22,141	100	33,465	100															



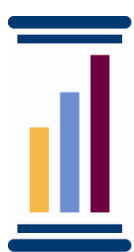
# Reports

Updated BCSSE Institutional Reports include: 1) Respondent Profile,  
2) Frequency and Mean Comparisons, and 3) **BCSSE Scale Means**

## Transfer Students

BCSSE Scales <sup>a</sup>	Variable	All Students			First-Generation <sup>d</sup>			Self-Reported Previous Grades		
		Mean	SD	N	Yes Mean	No Mean	ES	A- or higher Mean	B+ or lower Mean	ES
<b>Learning Strategies</b>										
<i>Use of effective learning strategies at prior institution</i>	TR_LS	38.4	12.8	249	37.8	40.2	-.19	38.9	38.4	.03
<b>Collaborative Learning</b>										
<i>Expectation to interact and collaborate with peers</i>	EXP_CL	31.3	12.5	246	32.5	30.5	.17	30.0	31.9	-.16
<b>Student-Faculty Interaction</b>										
<i>Expectation to interact and engage with faculty</i>	EXP_SFI	32.6	13.3	246	33.5	31.4	.16	30.9	32.9	-.14
<b>Expected Discussions with Diverse Others</b>										
<i>Expectation to engage in discussions with diverse others</i>	EXP_DD	44.1	16.0	245	44.1	43.8	.02	44.0	44.4	-.02
<b>Expected Academic Perseverance</b>										
<i>Student certainty that they will persist in the face of academic adversity</i>	EXP_PER	45.2	11.8	245	44.6	43.7	.07	47.7	43.7 *	.33
<b>Expected Academic Difficulty</b>										
<i>Expected academic difficulty during the coming year</i>	EXP_DIF	25.0	11.5	244	25.2	24.4	.06	22.0	25.9 *	-.36
<b>Perceived Academic Preparation</b>										
<i>Student perception of their academic preparation</i>	PER_PREP	48.5	10.8	243	48.2	47.4	.07	50.2	47.2	.27
<b>Importance of Campus Environment</b>										
<i>Student-rated importance that the institution provides a challenging and supportive environment</i>	IMP_CAMP	43.6	11.4	243	43.7	43.1	.05	45.7	43.0	.23





# Reports

## Winter administration data and reports include:

1. Data-download of student data
2. Student Advising Reports

BCSSE Institutional Report examples:  
[bcsse.indiana.edu/institutionalReports.cfm](https://bcsse.indiana.edu/institutionalReports.cfm)

Also, Summary Tables reported by institution type and control  
[bcsse.indiana.edu/summary\\_tables.cfm](https://bcsse.indiana.edu/summary_tables.cfm)



## BCSSE First-Year Student Advising Report

The *Beginning College Survey of Student Engagement* Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. Information about using the BCSSE Advising report can be found at: [bcsse.indiana.edu](https://bcsse.indiana.edu)

Student Background		
Name	Jacob Student	
Student ID	012345689	
Completed Calculus	Yes	
AP courses	3-4	
Expected Major	Undecided	
What choice was this institution?	Second choice	
Does student expect to graduate from this institution?	Yes	

Hours per Week on Various Activities		
Hours per week:	During HS	FY Expected
Studying	6-10	16-20
Working	1-5	6-10
Co-curricular	1-5	0
Socializing/relaxing	11-15	11-15

High School Challenge	
To what extent, did your courses challenge you to do your best work?	5
1=Not at all to 7=Very much	

First-Year Expectations	
0=Very Low to 60=Very High	
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	45
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	25
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	30

Expected Academic Help-Seeking	
1=Never; 2=Sometimes; 3=Often; 4=Very Often	
How often expect to seek help with coursework from:	
Faculty members	3
Academic advisors	2
Learning Support Services (tutoring, writing center, success coaching, etc.)	2
Friends or other students	4
Family members	2
Other persons or offices	1

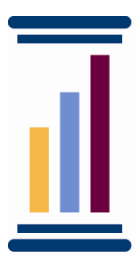
Expected Transition Difficulty	
How difficult do you expect the following to be: 1 = Not at all difficult to 6 = Very Difficult	
Learning course material	5
Managing your time	3
Paying for college expenses	5
Getting help with school work	4
Making new friends	3
Interacting with faculty	4

Academic Perseverance	
How certain are you that you will: 1 = Not at all certain to 6 = Very certain	
Study when there are other interesting things to do	3
Find additional information for assignments when you don't understand the material	5
Participate regularly in course discussions, even when you don't feel like it	2
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	2
Stay positive, even when you do poorly on a test or assignment	4

Academic Preparation	
How prepared are you to: 1 = Not at all prepared to 6 = Very prepared	
Write clearly and effectively	5
Speak clearly and effectively	1
Think critically and analytically	3
Analyze math or quantitative problems	2
Use computing and information technology	5
Work effectively with others	5
Learn effectively on your own	5

Importance of Campus Support	
How important is it that your institution provide: 1 = Not important to 6 = Very important	
A challenging academic experience	5
Support to help you succeed academically	6
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	3
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	5



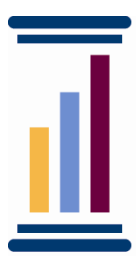


# Institutional Data Use

## Each campus receives:

1. Complete preliminary data file
  - Available within hours (web), or shortly after surveys are scanned (paper)
2. Complete final data file
  - Available after administration closes along with your institutional report

**Data files include student names and ID's that allows you to connect to other institutional records.**



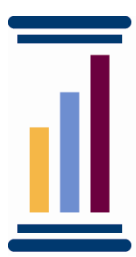
# Institutional Data Use

**First-Year students enter with a range of expectations that can impact how students engage during the coming year.**

One such example. . .

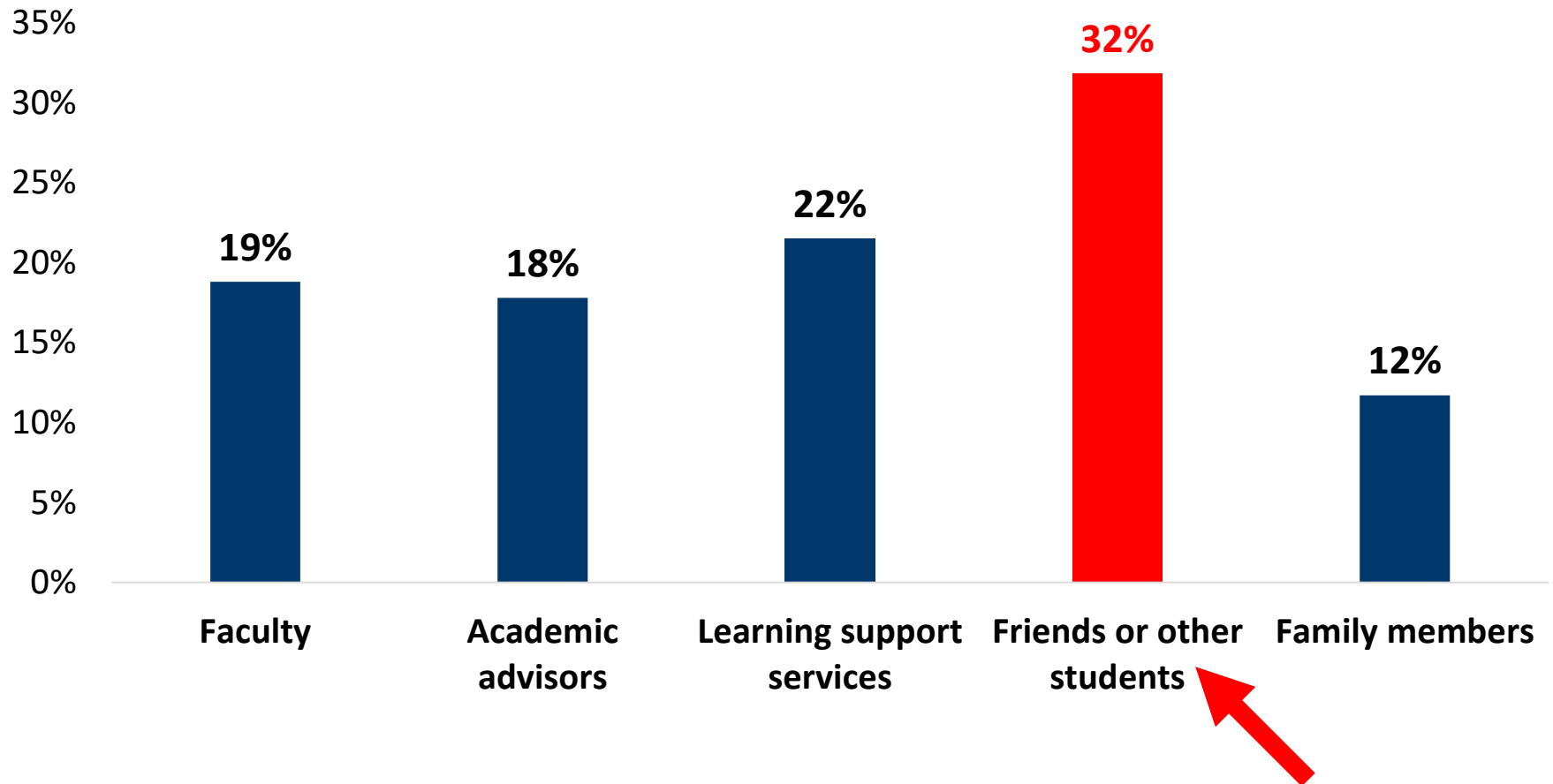
**“During the coming school year, about how often do you expect to seek help with coursework from the following sources?”**

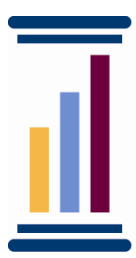
- \_Faculty members**
- \_Academic advisors**
- \_Learning support services**
- \_Friends or other students**
- \_Family members**



# Institutional Data Use

Which source below did most students indicate “very often”?





# Institutional Data Use

Compare responses from two items

**24** Do you expect to graduate from this institution?

☐ Yes

89.9%

☐ No

10.1%

☐ Uncertain

**28** This institution was your:

☐ First choice

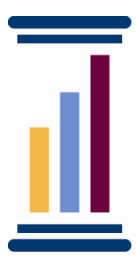
64.5%

☐ Second choice

25.8%

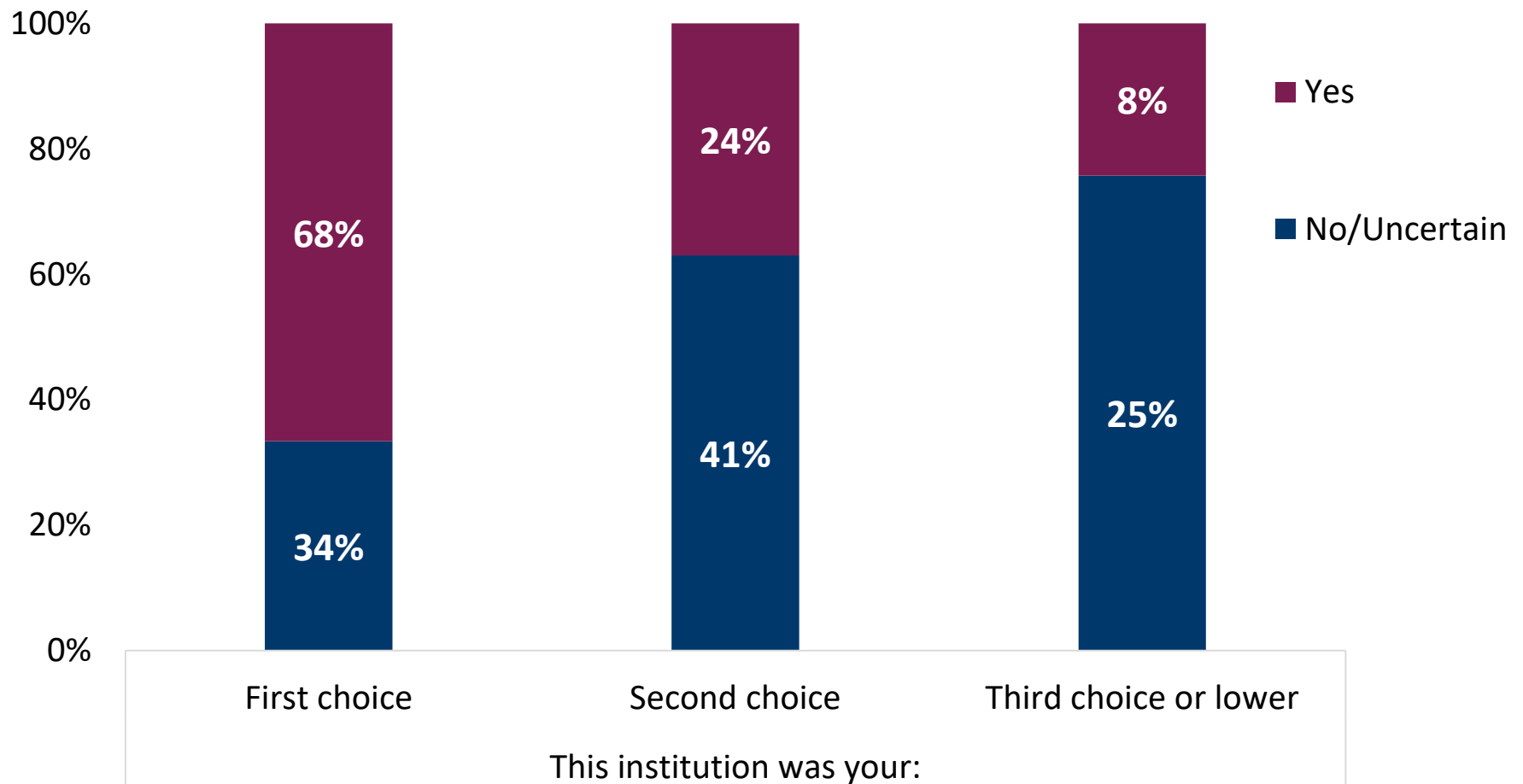
☐ Third choice or lower

9.7%

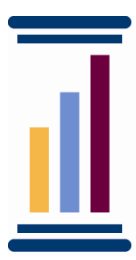


# Institutional Data Use

Do you expect to graduate from this institution?



# **BCSSE as a Complement to NSSE**



# BCSSE as a Complement to NSSE

## National Survey of Student Engagement (NSSE)

- ❖ Administered annually at hundreds of baccalaureate level institutions across the US.
- ❖ Since 2000, approximately 6.0 million first-year and senior students enrolled at more than 1,600 institutions have completed NSSE.





# BCSSE as a Complement to NSSE

NSSE collects data representing a breadth of student engagement behaviors, including 10 Engagement Indicators and 6 High Impact Practices.

## Engagement Indicators

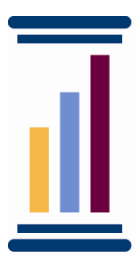
- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions w/Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment

## High Impact Practices

- Learning community
- Internship, co-op, etc
- Work w/faculty on research project
- Service Learning
- Study abroad
- Culminating senior experience







# BCSSE as a Complement to NSSE

## NSSE Topical Modules

1. Academic Advising (**Updated 2019**)
2. Civic Engagement
3. Development of Transferable Skills
4. Learning with Technology
5. Experiences with Writing
6. Experiences with Information Literacy
7. First-Year Experiences and Senior Transitions
8. Global Learning
9. Inclusiveness and Engagement with Cultural Diversity

# BCSSE as a Complement to NSSE

## NSSE Topical Modules

1. Academic Advising (Updated 2019)
2. Civic Engagement
3. Development of Transferable Skills
4. Learning with Technology
5. Experiences with Writing
6. Experiences with Information Literacy
- 7. First-Year Experiences and Senior Transitions**
8. Global Learning
9. Inclusiveness and Engagement with Cultural Diversity

NSSE Surveys: [nsse.indiana.edu/html/survey\\_instruments.cfm](https://nsse.indiana.edu/html/survey_instruments.cfm)



### Topical Module: First-Year Experiences and Senior Transitions

*This module includes a set of items only for first-year students and a set only for seniors (based on institution-reported class level), with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project (with partial support from the National Endowment for the Arts), respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.*

#### FIRST-YEAR EXPERIENCES

##### 1. During the current school year, about how often have you done the following?

	Very often O	Often O	Sometimes O	Never O
a. Studied when there were other interesting things to do	O	O	O	O
b. Found additional information for course assignments when you didn't understand the material	O	O	O	O
c. Participated in course discussions, even when you didn't feel like it	O	O	O	O
d. Asked instructors for help when you struggled with course assignments	O	O	O	O
e. Finished something you had started when you encountered challenges	O	O	O	O
f. Stayed positive, even when you did poorly on a test or assignment	O	O	O	O

##### 2. During the current school year, how difficult have the following been for you?

	Not at all difficult 1 O	2 O	3 O	4 O	5 O	Very difficult 6 O
a. Learning course material	O	O	O	O	O	O
b. Managing your time	O	O	O	O	O	O
c. Getting help with school work	O	O	O	O	O	O
d. Interacting with faculty	O	O	O	O	O	O

##### 3. During the current school year, about how often have you sought help with coursework from the following sources?

	Very often O	Often O	Sometimes O	Never O
a. Faculty members	O	O	O	O
b. Academic advisors	O	O	O	O
c. Learning support services (tutoring, writing center, success coaching, etc.)	O	O	O	O
d. Friends or other students	O	O	O	O
e. Family members	O	O	O	O
f. Other persons or offices	O	O	O	O

##### 4a. During the current school year, have you seriously considered leaving this institution?

- ☐ Yes
- ☐ No

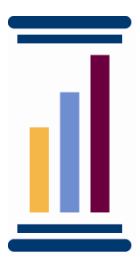
[Only if "Yes"]

##### 4b. Why did you consider leaving? (Select all that apply.)

- ☐ Academics are too difficult
- ☐ Academics are too easy
- ☐ Other academic issues (major not offered, course availability, advising, credit transfer, etc.)
- ☐ Financial concerns (costs or financial aid)
- ☐ To change your career options (transfer to another school or program, military service, etc.)
- ☐ Difficulty managing demands of school and work
- ☐ Too much emphasis on partying
- ☐ Not enough opportunities to socialize and have fun
- ☐ Relations with faculty and staff
- ☐ Relations with other students
- ☐ Campus climate, location, or culture
- ☐ Unsafe or hostile environment
- ☐ Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)
- ☐ A reason not listed above, please specify: \_\_\_\_\_

##### 5. How important is it to you that you graduate from this institution?

Not important 1 O	2 O	3 O	4 O	5 O	Very important 6 O
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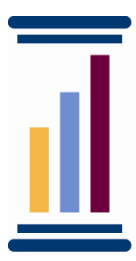


# BCSSE as a Complement to NSSE

**BCSSE 2019 and NSSE 2020 Combined Report** provides a comprehensive, longitudinal view of entering first-year expectations and actual engagement near end of academic year.

## **BCSSE content aligned with NSSE (core survey)**

1. Learning Strategies
2. Quantitative Reasoning
3. Collaborative Learning
4. Student-Faculty Interaction
5. Discussions with Diverse others
6. Hours studying, working, etc
7. Writing experiences and more



# Institutional Data Use

## NSSE First-Year Topical Module

What if **36%** of your FY students indicated that they *seriously considered leaving* the institution at some point during the year.

*Who were these 36%?*

- 40% of FG students and 33% of non-FG
- 38% of females and 29% of males



# Additional Data Use Resources

*Lessons from the Field (Volume 4)*

[nsse.indiana.edu/pdf/LFF\\_4.pdf](https://nsse.indiana.edu/pdf/LFF_4.pdf)

Search Tool for Examples of NSSE, FSSE, and BCSSE Data Use

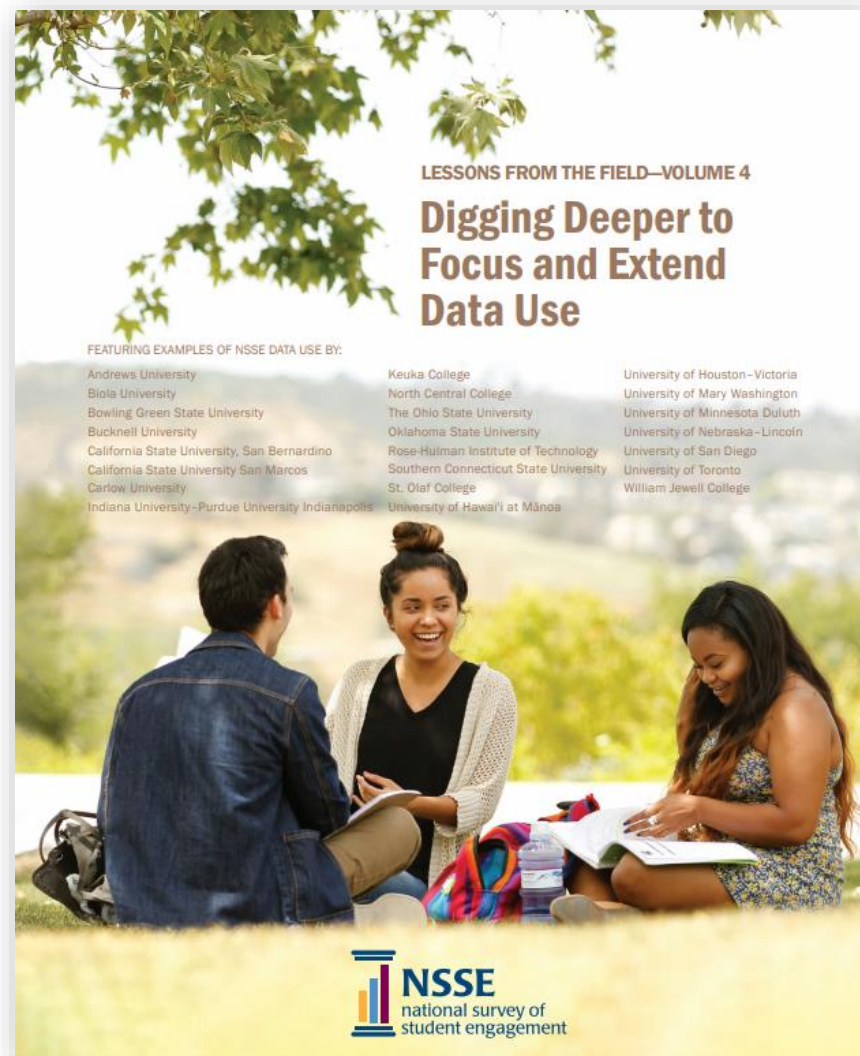
[nsse.indiana.edu/html/using\\_nsse\\_db/](https://nsse.indiana.edu/html/using_nsse_db/)

Using Your BCSSE Data

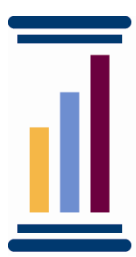
[bcsse.indiana.edu/usingBCSSEData.cfm](https://bcsse.indiana.edu/usingBCSSEData.cfm)

How Institutions use NSSE Data

[nsse.indiana.edu/html/how\\_institutions\\_use\\_NSSE.cfm](https://nsse.indiana.edu/html/how_institutions_use_NSSE.cfm)



# BCSSE Costs



# BCSSE Costs

## First-Year Students entering in summer/fall

**Registration Fee:** \$300

### Surveying first-year students

#### Paper Mode

Paper surveys shipped

up to 200 surveys	\$500
201 or more surveys	\$2.50/survey

#### Online Mode

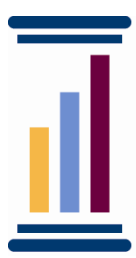
First-year enrollment<sup>a</sup>

up to 500 students	\$750
501 to 1,000 students	\$1,000
1,001 to 2,000 students	\$1,500
2,001 to 3,000 students	\$2,500
3,001 to 4,000 students	\$3,500
more than 4,000 students	\$4,500

a. Entering student enrollment is based on most recent IPEDS data available.

#### Mixed Mode (Paper and Online)

Online mode fee plus discounted paper survey price of \$2.00 per shipped survey.



# BCSSE Costs

## Transfer or Delayed-Entering Students entering in summer/fall (Web mode only)

Institutions Previously Registered to Survey First-Year Students  
(no limit on number of transfer or delayed-entry students)

\$500

– OR –

Institutions Not Registered to Survey First-Year Students.

Fee based on total enrollment of transfer and delayed-entry students (by most recent IPEDS data)

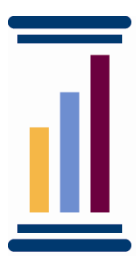
Up to 500 students	\$750
501 to 1,000 students	\$1,000
More than 1,000 students	\$1,500

### **Surveying New Entering Winter-Admitted Students**

**Online mode only**

Winter administration fee: \$350

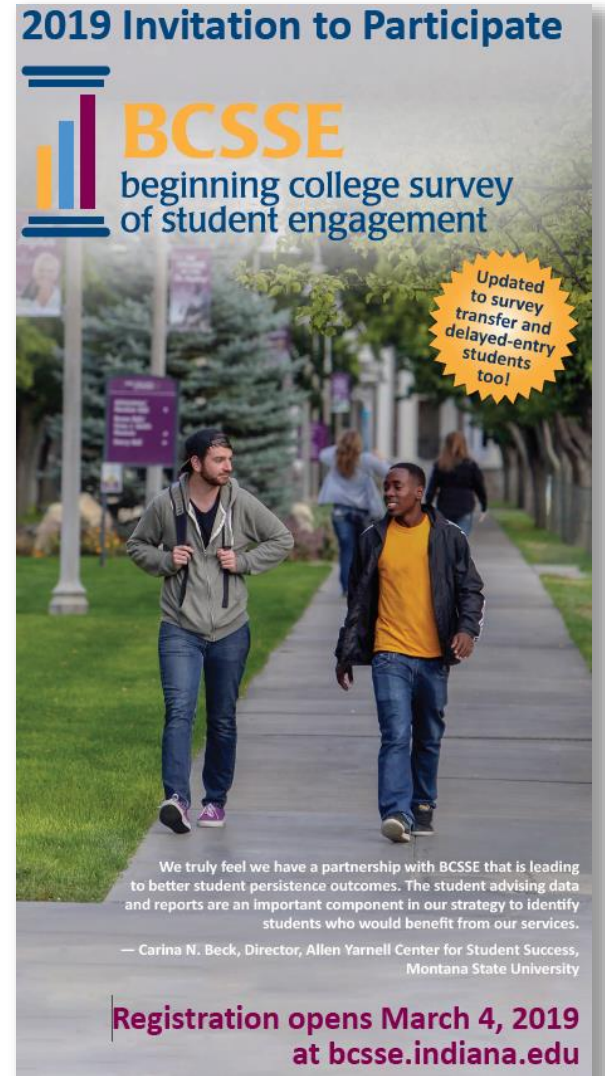


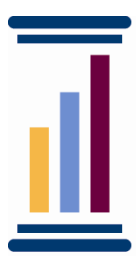


# BCSSE Registration

Registration is opened March 4, 2019 and stays open through the summer.

More information can be found in the BCSSE Invitation to Participate or at **[bcsse.indiana.edu](https://bcsse.indiana.edu)**





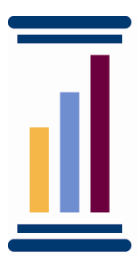
# BCSSE and NSSE Resources

**Visit our website for information on:**

- ❖ Using BCSSE Data
- ❖ Using NSSE Data
- ❖ Free Webinars
- ❖ NSSE Accreditation Toolkits
- ❖ Lessons from the Field
- ❖ Papers, Presentations, and upcoming workshops and more

***[nsse.indiana.edu](http://nsse.indiana.edu)***

***[bcsse.indiana.edu](http://bcsse.indiana.edu)***



# THANK YOU!

**Please contact me with any questions or comments.**

**James Cole: [colejs@indiana.edu](mailto:colejs@indiana.edu)**

